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ABSTRACT

This first in a series of six learning modules on student vocational organizations is designed to help secondary and postsecondary vocational teachers develop a rationale for a vocational youth organization and a knowledge of how to use youth activities to motivate student learning. The terminal objective for the module is to develop and demonstrate a personal philosophy concerning student vocational organizations. Introductory sections relate the competency dealt with in this module to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required reading, self-check quizzes, model answers, rationale checklist, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on student vocational organizations are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (SH)

ED149114

MODULE

H-1

Develop a Personal Philosophy Concerning Student Vocational Organizations

MODULE H-1 OF CATEGORY H—STUDENT VOCATIONAL ORGANIZATION PROFESSIONAL TEACHER EDUCATION MODULE SERIES

The Center for Vocational Education
The Ohio State University

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OE 014 350

FOREWORD

This module is one of a series of 100 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and post-secondary levels of instruction. The modules are suitable for the preparation of teachers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion referenced assessment of the teacher's performance of the specified competency. The materials are designed for use by individual or groups of teachers in training working under the direction and with the assistance of teacher educators acting as resource persons. Resource persons should be skilled in the teacher competency being developed and should be thoroughly oriented to PBTE concepts and procedures in using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based preservice and inservice teacher preparation programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, post-secondary institutions, local education agencies, and others responsible for the professional development of vocational teachers. Further information about the use of the modules in teacher education programs is contained in three related documents: **Student Guide to Using Performance-Based Teacher Education Materials, Resource Person Guide to Using Performance-Based Teacher Education Materials** and **Guide to Implementation of Performance-Based Teacher Education.**

The PBTE curriculum packages are products of a sustained research and development effort by The Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with The Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and post-secondary institutions used the materials and provided feedback to The Center for revision and refinement.

Special recognition for major individual roles in the direction, development, coordination of testing, revision, and refinement of these materials is extended to the following program staff: James B. Hamilton, Program Director; Robert E. Norton, Associate Program Director; Glen E. Fardig, Specialist; Lois Harrington, Program Assistant; and Karen Quinn, Program Assistant. Recognition is also extended to Kristy Ross, Technical Assistant; Joan Jones, Technical Assistant; and Jean Wisenbaugh, Artist for their contributions to the final refinement of the materials. Contributions made by former program staff toward developmental versions of these materials are also acknowledged. Calvin J. Cotrell directed the vocational teacher competency research studies upon which these modules are based and also directed the curriculum development effort from 1971–1972. Curtis R. Finch provided leadership for the program from 1972–1974.

Appreciation is also extended to all those outside The Center (consultants, field site coordinators, teacher educators, teachers, and others) who contributed so generously in various phases of the total effort. Early versions of the materials were developed by The Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri-Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and University of Missouri-Columbia.

Following preliminary testing, major revision of all materials was performed by Center Staff with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University; State University College at Buffalo; Temple University; University of Arizona; University of Michigan-Flint; University of Minnesota-Twin Cities; University of Nebraska-Lincoln; University of Northern Colorado; University of Pittsburgh; University of Tennessee; University of Vermont; and Utah State University.

The Center is grateful to the National Institute of Education for sponsorship of this PBTE curriculum development effort from 1972 through its completion. Appreciation is extended to the Bureau of Occupational and Adult Education of the U.S. Office of Education for their sponsorship of training and advanced testing of the materials at 10 sites under provisions of EPDA Part F, Section 553. Recognition of funding support of the advanced testing effort is also extended to Ferris State College, Holland College, Temple University, and the University of Michigan-Flint.

Robert E. Taylor
Director
The Center for Vocational Education

THE CENTER FOR VOCATIONAL EDUCATION
The Ohio State University 1960 Kenny Road Columbus Ohio 43210

The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning and preparation. The Center fulfills its mission by:

- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

AAVIM

AMERICAN ASSOCIATION FOR VOCATIONAL INSTRUCTIONAL MATERIALS

Engineering Center
Athens, Georgia 30602

The American Association for Vocational Instructional Materials (AAVIM) is an interstate organization of universities, colleges and divisions of vocational education devoted to the improvement of teaching through better information and teaching aids.

INTRODUCTION

The importance of student vocational organizations has received continuing emphasis from both vocational teachers and administrators. This emphasis has been generated by a growing recognition that vocational youth activities are a vital part of the vocational curriculum. They are not extracurricular, like those of many other student organizations, but intra-curricular, because they provide experiences which help students develop the attitudes and values they need for social and occupational success.

Student vocational organizations serve another important purpose. They motivate and stimulate student learning in the classroom. Youth activities add a spark of interest, encourage students to supplement classroom knowledge, and provide a desirable atmosphere for learning. New enthusiasm and zest for learning have been recognized as a direct result of successful and well-organized youth programs.

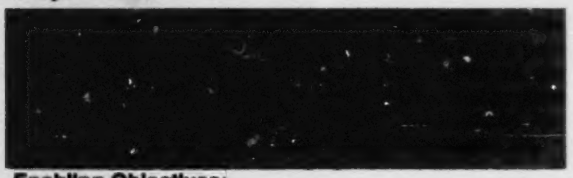
However, successful youth programs do not become so by accident. They result from hard work and dedication, and more importantly, from the vocational teacher's belief in their purpose, a belief that vocational youth need leadership experiences and that the vocational curriculum has a responsibility to provide these experiences for students.

This module is designed to help you develop a rationale for a vocational youth organization and a knowledge of how to use youth activities to motivate student learning. It is hoped that you will begin to understand that **your** attitude towards the youth activities will influence the way that your students participate in the organization and the benefits they receive from it.

A philosophy becomes meaningful only when it is put into practice. Thus, the final experience of this module requires you to demonstrate your personal philosophy concerning student vocational organizations as you work with an actual organization. Therefore, it is strongly recommended that you complete this module in conjunction with one or more of the other modules in the H category.

ABOUT THIS MODULE

Objectives



Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the purposes, goals, and values of a student vocational organization in your service area (*Learning Experience I*).
2. After completing the required reading, prepare a written rationale of a student vocational organization in your service area (*Learning Experience II*).

Resources

A list of the outside resources which supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions, or in assessing your progress at any time.

Learning Experience I

Required

Reference: The official handbook of the student vocational organization in your service area.

Optional

An advisor of a student vocational organization in your service area with whom you can consult.

Students involved in a student vocational organization in your service area whom you can interview.

Learning Experience II

Optional

An advisor of a student vocational organization and/or peers to comment on your rationale of a student vocational organization.

Learning Experience III

Required

An actual school situation in which you can develop and demonstrate a personal philosophy concerning student vocational organizations.

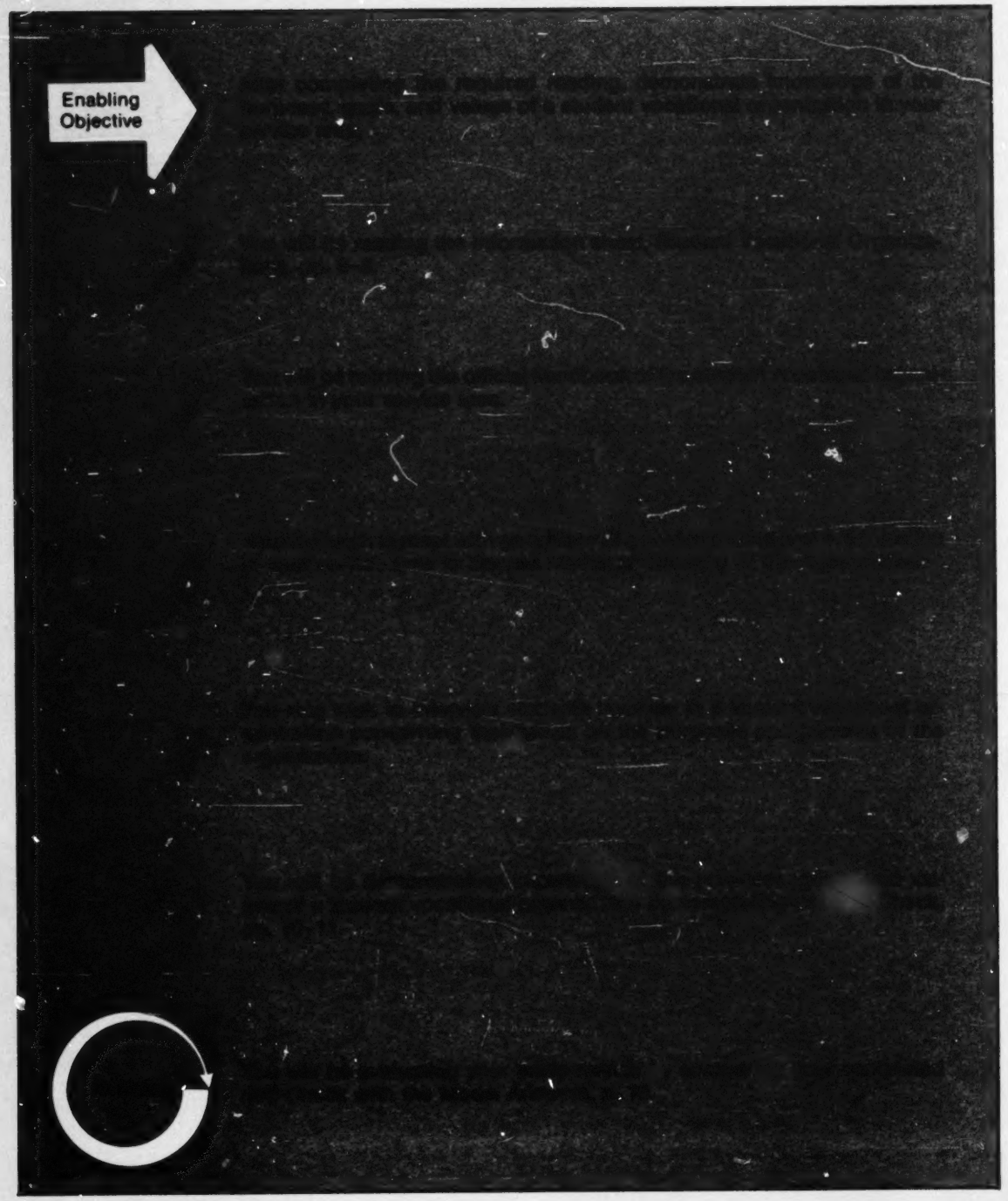
A resource person to assess your competency in developing and demonstrating a personal philosophy concerning student vocational organizations.

This module covers performance element number 270 from Calvin J. Cotrell *et al., Model Curricula for Vocational and Technical Education: Report No. V* (Columbus, OH: The Center for Vocational Education, The Ohio State University). The 384 elements in this document form the research base for all The Center's PBTE module development.

For information about the general organization of each module, general procedures for their use, and terminology which is common to all 100 modules, see About Using The Center's PBTE Modules on the inside back cover.

Learning Experience I

OVERVIEW



Activity

For information on the objectives of student vocational organizations and the benefits students receive from belonging to them, read the following information sheet:

STUDENT VOCATIONAL ORGANIZATIONS

The goal of vocational education is broader than teaching students an occupation. Students need to learn not only how to earn a living, but how to live a satisfying, meaningful life. They need to develop social skills, positive attitudes, and stable and productive values if they are to be successful as employees and as citizens of their community.

For a vocational teacher, teaching is more than the act of instruction. It cannot be reduced to something you do in the classroom or laboratory—a technique or a procedure—because it involves your total influence on students' lives. Vocational education has a responsibility to provide students with the kind of experiences they need to develop an identity—as a worker, as an individual, and as a member of a family, a community, and a society. Therefore, teaching is the kind of example which you as a vocational teacher set—by your **actions** as well as by your words. Your interests, attitudes, appreciations, ideals, biases, habits, and life style have an important effect on the personal development of your students.

Objectives of the Organization

Vocational youth organizations exist to provide students and teachers alike the kind of experiences they need to develop their full potential for living a satisfying life. Such experiences include those which develop leadership and planning abilities, moral character, and mutual understanding. Although their stated objectives may be different, the overriding purposes and goals of student vocational organizations are quite similar. The objectives in Sample 1 illustrate typical goals of student vocational organizations related to the personal development needs of vocational youth.

Student Needs

The objectives in Sample 1 are worthwhile in that they reflect many of the personal qualities valued by our society. But they are worthwhile in another way. They are designed to meet the special needs students have during adolescence. Adolescence is typically a time of tension, crisis, and rapidly changing development. It is characterized by a number of problems, including the following.

Loss of identity.—Adolescents are midway between childhood and adulthood. They can no longer accept the identity they had as children, but they have not yet found their identity as adults. They tend to identify with close friends or peer groups, or with select heroes and superstars.

Feelings of low self-esteem.—Adolescence is a time when students begin to assume adult responsibilities. Parents, teachers, and other authority figures are no longer simply models they admire and respect, but people they rival for status and power. Adolescents tend to compare themselves to adults, and to experience feelings of self-conscious inadequacy. Their feelings toward themselves are mirrored in their critical attitude toward others. Students desperately need acceptance and approval from each other and from understanding, empathetic adults during this period. They may try to compensate for their self-perceived inadequacies by excelling in one special area of interest.

Feelings of attraction toward the opposite sex.—During puberty and adolescence, students begin to date and interact socially. They are unusually concerned about their appearance and attractiveness, and insecure about their behavior with others of the opposite sex. Adolescents need close relationships with both male and female friends, but frequently they feel self-conscious and awkward in relating to others.

SAMPLE 1

STUDENT VOCATIONAL ORGANIZATION OBJECTIVES

Through the activities of the student vocational organization, students will have an opportunity to:

- Develop and maintain their feelings of self-worth
- Better understand their own behavior and their problems
- Develop pride in their chosen occupation and in vocational education
- Learn the value of education in terms of living a healthy, productive life
- Appreciate the values of their peers, parents, and society
- Develop a feeling of cooperation, brotherhood, and good will toward others
- Understand the role and importance of America's workers and take pride in belonging to the American work force
- Accept the need to conserve human and natural resources
- Develop leadership skills in public speaking and parliamentary procedure

Ethical and moral confusion.—Adolescents often reject the values of their parents and traditional mores of society, and adopt new values and ideas. If they are not given enough freedom or support, their rejection of established standards and belief systems can create considerable conflict at home and at school. Adolescents need guidance in experimenting with new values and standards, so that they will value appropriate standards of behavior, and learn that there are some necessary limitations on their freedom.

Feelings of powerlessness.—Adolescents at times feel victimized by rules and laws, particularly when they have little or no control over them. Although adolescents are not mature enough to make all their own decisions, they need practice in making decisions. Adolescents need to have a voice in community, state, and national issues so that, as adults, they will be capable of managing their own affairs and taking responsibility for their own welfare.

Benefits of the Organization

A teacher who is sympathetic and understanding can help students just by listening to them and giving them encouragement. But sympathy and understanding are not equivalent to experience. Only through practice in real-life situations can students develop interpersonal and leadership skills. Vocational youth organization activities benefit students in a number of different ways.

- The organization provides a variety of activities so that every student can participate in a stimulating, challenging endeavor that gives him/her a sense of accomplishment and pride.
- Participation in the organization gives students practice in working together as a team. They learn to develop a sense of pride in each other, as well as in themselves. Students learn to praise each other and to accept praise in turn by their peers.
- The advisor of the organization and other vocational teachers get to know students on a personal basis through youth activities. The extended relationship benefits students in two ways: (1) students have an opportunity to relate to teachers as friends, and to find the

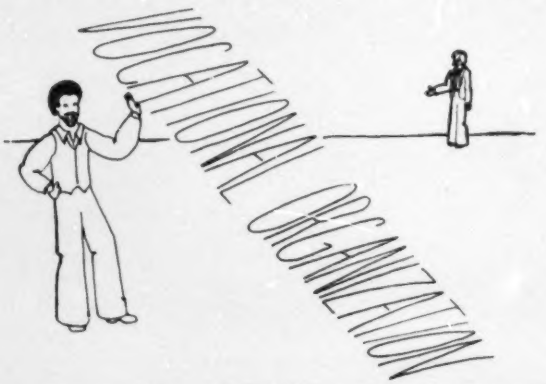
acceptance and respect they need from adults; and (2) students learn from the teacher's example the values, beliefs, and attitudes toward their work in the organization that they will later apply to their work in an occupation.

- Through the organization, students meet others that they identify with or admire. In striving to become like those they meet through the organization, students realize worthwhile personal objectives.
- The organization provides recreational and social activities that encourage students to develop wholesome relationships with others and desirable social skills.
- Through the example of moral and ethical behavior which the advisor and other teachers in the organization set, students develop their own moral and ethical standards. As they begin to take more and more pride in the organization, they grow increasingly aware of the benefits of other social organizations which have similar values.
- The organization is built on democratic principles in that students have an important voice in the organization. Conflicts which arise between students and adults can be resolved in an orderly, democratic manner. The control that students have over the organization minimizes their feelings of rebellion against rules and authority.
- Students learn that the advisor, other teachers, and school officials are eager to help them accomplish their objectives, rather than to be authority figures who stand in their way.
- Students learn that their ideas and plans are important as they see them realized through the organization.

As does any other teaching endeavor, student vocational organizations have their limitations. Joining the organization will not automatically change a reluctant learner into a hard-working student, nor an introvert into a dynamic leader. Some students may devote so much time and energy to the organization that their regular vocational study is badly affected. Too much emphasis on the **competitive** aspects of the organization's activities could negate the goals of **cooperation** and **teamwork.** You must seek to maximize the values of the organization and be alert to conditions that may distort its purposes.

Well-planned youth activities and an effective student vocational organization are invaluable in helping students to develop a strong sense of identity, a good self-concept, healthy relationships with others, a firm belief in moral and ethical values, and a mature sense of independence and self-control. As a vocational teacher, you need to encourage students to participate in the kind of activities which will help them attain these objectives.

But, in the final analysis, vocational youth activities will only be successful to the extent that you become personally involved in them, and support the organization through deed as well as word.



The way you carry out your responsibilities in the organization—orienting students to the purposes and activities of the organization, preparing them for leadership roles, assisting them in planning and carrying out a worthwhile program of activities, etc.—will **demonstrate your philosophy** toward the organization. Your personal beliefs, attitudes, and values will be made clear through your work as an advisor to a student vocational organization.

Carefully read the sections of your student vocational organization handbook for your service area which pertain to the purposes, goals, and values of the organization, and the responsibilities of the advisor. Skim the remainder of the handbook as necessary to get an overview of the activities of the organization and an idea of what is involved in being an advisor.

For firsthand information about what an advisor does in a student vocational organization, and why, you may wish to arrange through your resource person to talk to an advisor of a student vocational organization in your service area. During your discussion, you may want to ask the advisor to discuss his/her views on—

- the role of the student vocational organization in the total education of vocational students
- the objectives of the organization
- the benefits that he/she has received from being an advisor to the organization
- his/her philosophy of what the organization should be doing and how it should serve students

Since student vocational organizations are designed for and centered around students, you may want to arrange through your resource person to interview some students who are involved in organizational activities to ask them about—

- the benefits they receive from belonging to the organization
- the role of the advisor in their organization

The following items check your comprehension of the material in the information sheet, Student Vocational Organizations, pp. 6–8, and in the handbook of the student vocational organization in your service area. Each of the six items requires a short essay-type response. Please respond fully, but briefly.

SELF-CHECK

1. What is the purpose of a student vocational organization?

2. What are the objectives of the student vocational organization in your service area?

3. What is the role of a student vocational organization in the total education of vocational students?

4. What is the relationship between the objectives of the student vocational organization and student needs?

5. How do a strong sense of identity, good self-concept, healthy relationships with others, etc., motivate student learning?

6. Why should a vocational teacher become involved in a student vocational organization?

NOTES

Compare your written responses on the Self-Check with the Model Answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL ANSWERS

1. The purpose of a student vocational organization is to provide learning experiences which enable students to develop the leadership and social skills they need to be successful in their occupation and in their personal life. Youth programs give students an opportunity to propose, plan, and conduct activities which develop their interests, attitudes, appreciations, values, and abilities.
2. Refer to the official handbook of the student vocational organization in your own service area.
3. The program of a student vocational organization is an integral part of a vocational student's total education, in that vocational education involves much more than simply learning occupational skills. Vocational education has a responsibility to prepare students to live a satisfying life—to develop their full potential in citizenship, leadership, and character.
4. Adolescents often have a weak sense of identity and a poor self-concept. They feel inadequate socially and are confused about their moral and ethical values. Because they are not yet adults, they do not have an equal voice in determining the rules and laws by which they live.

   The activities of the student vocational organization are designed to offer vocational students an opportunity to do something challenging, to take pride in their accomplishments and feel worthwhile and valuable as members of the organization. The student vocational organization encourages students to develop wholesome relationships with others and desirable social personalities.

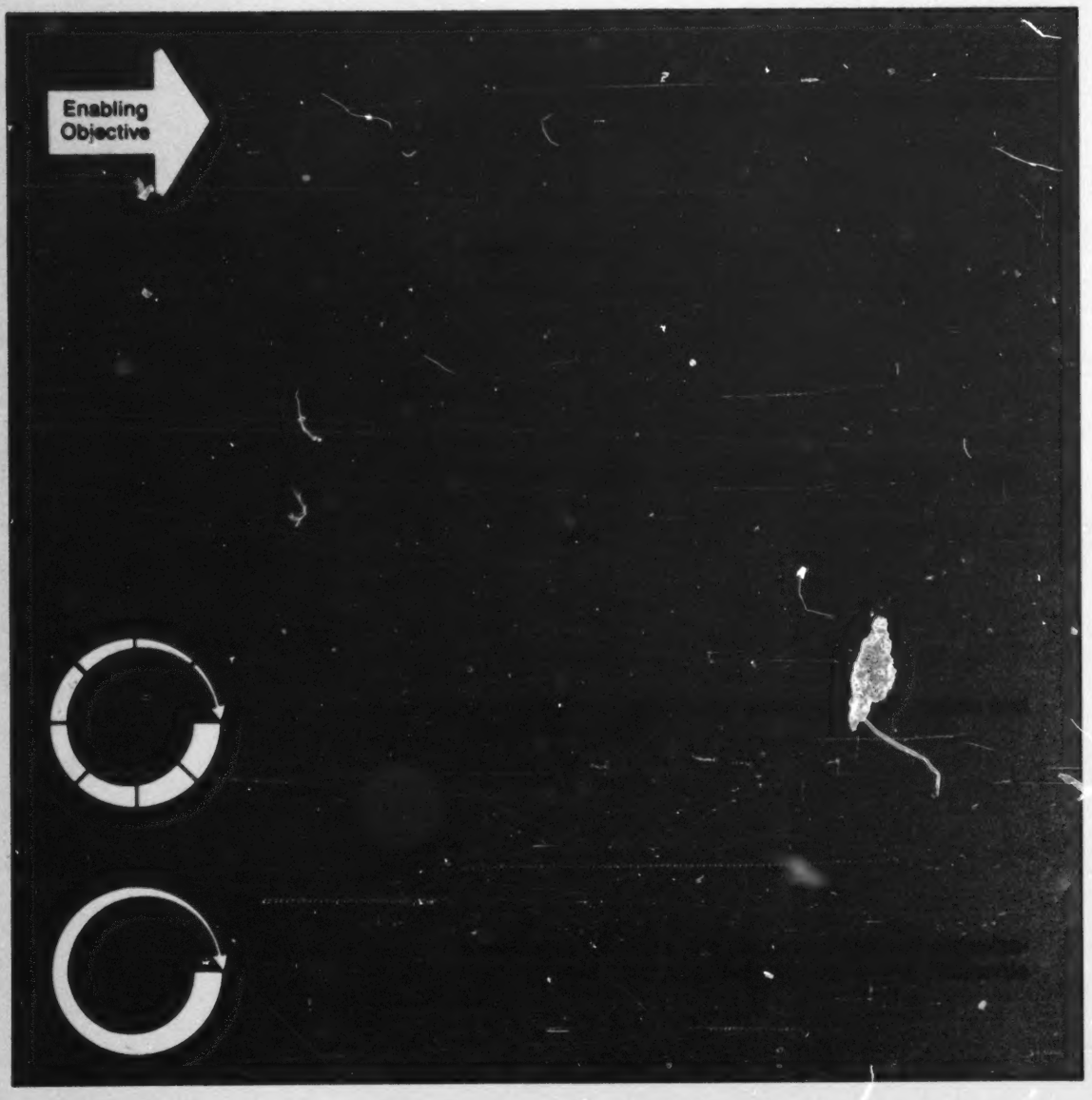
   Through their associations with students, teachers, and others involved in the organization, students learn appropriate moral and ethical values. Because the organization is student-centered, students have an important voice in it, and they learn how to achieve their goals through democratic methods.
5. The social and academic benefits of the student vocational organization cannot be separated, because a student who is unhappy in his/her personal life will have difficulty in functioning effectively in the classroom. As students become more mature and responsible in their personal lives, they become increasingly committed to their occupational goals and therefore more interested in learning in the classroom or laboratory.
6. A vocational teacher who supports the student vocational organization in word only is not really demonstrating involvement in the organization or concern for students. Students learn what the teacher believes in and values by what the teacher does. By being actively involved in the organization, a teacher demonstrates concern for students and sets an example of real commitment and dedication to worthwhile goals. The example which the teacher sets—more than what the teacher says—has an influence on the attitude students have toward the organization. Their attitude toward the organization carries over into their attitude toward their work and their personal value system.

LEVEL OF PERFORMANCE: Your completed Self-Check should have covered the same **major** points as the model responses. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Student Vocational Organizations, pp. 6–8, and/or the handbook of the student vocational organization in your service area, or check with your resource person if necessary.

NOTES

Learning Experience II

OVERVIEW



Activity

For information on what a rationale is, and what should be included in your personal written rationale of a student vocational organization, read the following information sheet:

WRITING A RATIONALE OF A STUDENT VOCATIONAL ORGANIZATION

Once you become actively involved as an advisor to a student vocational organization, you will acquire impressions, beliefs, and attitudes about the organization. Your feelings will, in turn, affect what you do in the organization.

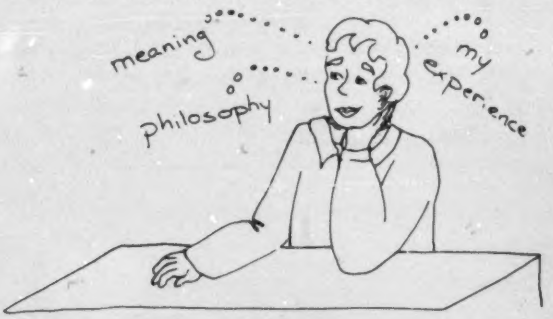
But you need to have a firmly established **personal philosophy** toward student vocational organizations **before** you begin your advisory role, because the success of many of your **initial activities** depends on your ability to communicate to others what the organization is all about. For example, if you are establishing a new chapter, you need to be able to clearly express the goals of the organization in order to gain the support of the school administration. Your ability to orient prospective members to the goals and benefits of the organization also depends on your knowledge of, and attitude toward, these goals. A written statement of your feelings and beliefs—a rationale—can help you clarify your thinking and thus enable you to express your beliefs to others in an organized, coherent fashion.

Of course, others do not need a written statement to know how you feel or what your beliefs are. People can judge your feelings by your expressions, reactions, and actions. But a written statement helps you to analyze and organize your beliefs and gives you a standard by which to judge your own behavior. That is, it helps you to judge whether your **behavior is consistent** with what you profess.

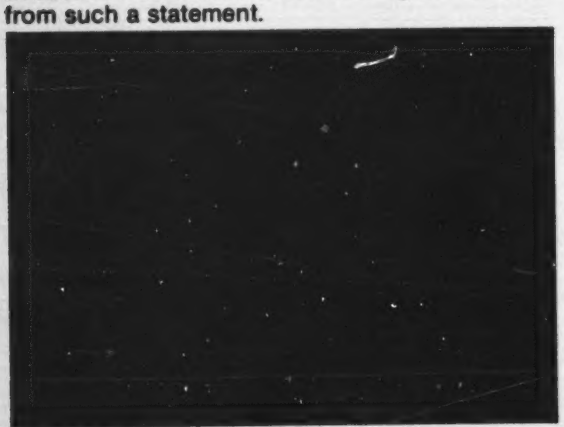
A written rationale should be a clear statement of your view of student vocational organizations. It should contain (1) a statement of your overall opinion of the organization, and (2) an explanation of why you feel as you do, how you came to have your particular opinion.

No one can give you a rationale, and you cannot find it in a book. Of course, the official handbook of every student vocational organization contains statements of purposes, goals, values, benefits, etc., and discusses the advisor's responsibilities. Official statements will form one important source for developing your personal philosophy. But these statements are only words on paper until you make them come alive for yourself and for others, interpret them in a way that has meaning for you as a person and as a vocational educator.

Thus, to develop a rationale you need to recall and evaluate your own experiences (e.g., as a member of a student vocational organization) and the reading you have done, and talk to advisors, students, teachers, and others who have had experiences in or with a youth organization. You need to think through the **meaning** of the official philosophy of the student vocational organization in your service area, filter it through your experiences, and derive your own using it as a basis.



A rationale is a statement of a belief, followed by a reason for that belief. The following is an excerpt from such a statement.



Your rationale should be specific to your own beliefs and experiences. It should include a sentence or two describing your general opinion of the organization. It should outline the goals of your national organization and your feelings about each goal. Most important, it should contain a personal statement about your role as an advisor to a youth organization, including—

- your commitment
- your goals
- the kinds of activities you would help students plan
- how you would use the organization to improve student learning
- the kinds of actions you intend to take in support of your beliefs

Remember that your philosophy will change over time, just as you will change and grow as a person. But your activities in a student vocational organization should be consistent with your beliefs about the organization. And what you profess as a teacher and an advisor should be worthy for students to follow as an example. No doubt, you have heard the saying, "Attitudes are caught and not taught." For your sake, and your students' sake, have a sound philosophy and reasons to back it up, and then **conduct yourself accordingly.**

Through your experiences with a student vocational organization, your readings, and/or your discussions with others, you have an opinion of the purposes, goals, and values of the organization, and of the role of the advisor. Develop a written statement outlining your views, including the reasons you feel as you do.

Also include a description of the actions you intend to take to implement your stated philosophy (e.g., if you say you believe that student vocational organizations ought to attempt to develop the leadership potential of all members, what will you do in support of this belief? How would a person watching you in action as an advisor to a student vocational organization know that you are committed to this particular goal?)

You may wish to arrange through your resource person to show your written rationale to an experienced advisor (other than your resource person) and/or to some peers. You could ask this person to comment on the clarity of your statement, the soundness of your beliefs, and the actions you intend to take in support of them, etc.

After you have developed your written rationale, arrange to have your resource person review and evaluate your written statement. Give him/her the Rationale Checklist, pp. 19–20, to use in evaluating your work.

RATIONALE CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

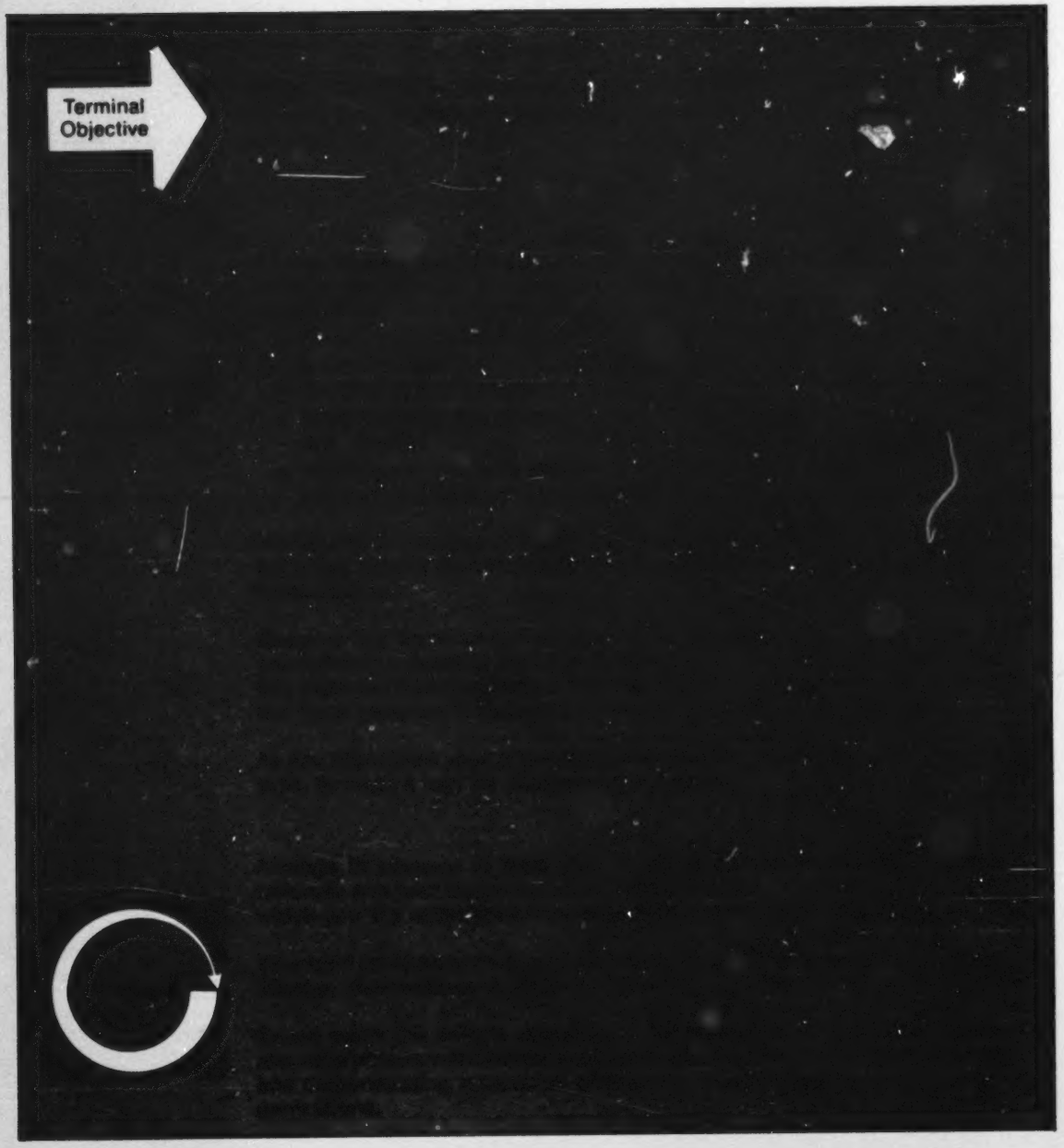
LEVEL OF PERFORMANCE

	N/A	No	Partial	Full
The teacher's written rationale contained statements on the:				
1. purposes and goals of a student vocational organization	☐	☐	☐	
2. role of the student vocational organization in vocational education	☐	☐	☐	
3. needs of students in relation to the purpose and goals of a student vocational organization	☐	☐	☐	
4. benefits which students receive from belonging to a student vocational organization	☐	☐	☐	
5. benefits which teachers receive from participating in a student vocational organization	☐	☐	☐	
6. role of the advisor in a student vocational organization	☐	☐	☐	
7. relationship between student development and the advisor's attitudes and beliefs	☐	☐	☐	
8. relationship between the objectives of the organization and the teacher's occupational specialty	☐	☐	☐	
9. relationship between organizational activities and student motivation to learn	☐	☐	☐	
10. teacher's personal commitment to a student vocational organization	☐	☐	☐	
The completed written rationale:				
11. included reasons for each belief or position stated	☐	☐	☐	
12. was specific to the teacher's own beliefs and experiences	☐	☐	☐	
13. indicated **how** the teacher intended to implement his/her philosophy (i.e., the actions he/she would take to support his/her stated beliefs)	☐	☐	☐	
14. was well organized, clear, and readable	☐	☐	☐	

LEVEL OF PERFORMANCE: All items must receive FULL, or N/A responses. If any item receives a NO, or PARTIAL response, review the material in the information sheet, Writing a Rationale of a Student Vocational Organization, pp. 16–17, revise your rationale accordingly, or check with your resource person if necessary.

Learning Experience III

FINAL EXPERIENCE



*For a definition of "actual school situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Develop a Personal Philosophy Concerning Student Vocational Organizations (H–1)

Name _____

Date _____

Resource Person _____

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
In developing the philosophy, the teacher considered:						
1. the purpose and goals of a student vocational organization	☐	☐	☐	☐		
2. the role of the student vocational organization in vocational education	☐	☐	☐	☐		
3. the needs of students in relation to the purpose and goals of a student vocational organization	☐	☐	☐	☐		
4. the benefits which students receive from belonging to a student vocational organization	☐	☐	☐	☐		
5. the benefits which the teacher receives from participating in a student vocational organization	☐	☐	☐	☐		
6. the role of the advisor in a student vocational organization	☐	☐	☐	☐		
7. the relationship between student development and the advisor's attitudes and beliefs	☐	☐	☐	☐		
8. the relationship between the objectives of the organization and the teacher's occupational specialty	☐	☐	☐	☐		
9. the relationship between organizational activities and student motivation to learn	☐	☐	☐	☐		
10. the teacher's personal commitment to a student vocational organization	☐	☐	☐	☐		
The completed written statement:						
11. included reasons for each belief or position stated	☐	☐	☐	☐		
12. was specific to the teacher's own beliefs and experiences	☐	☐	☐	☐		
13. indicated **how** the teacher intended to implement his/her philosophy (i.e., the actions he/she would take to support his/her stated beliefs)	☐	☐	☐	☐		
14. was well organized, clear, and readable	☐	☐	☐	☐		

	N/A	None	Poor	Fair	Good	Excellent
The activities and behaviors of the teacher gave evidence of:						
15. enthusiasm for the student vocational organization ...	☐	☐	☐	☐	☐	☐
16. general acceptance of the stated goals of the organization	☐	☐	☐	☐	☐	☐
17. willingness to assume the role and responsibilities of the advisor	☐	☐	☐	☐	☐	☐
18. commitment to serving the needs of students in the student vocational organization	☐	☐	☐	☐	☐	☐
In implementing his/her philosophy, the teacher:						
19. provided documented evidence of his/her behavior which was consistent with the stated philosophy.....	☐	☐	☐	☐	☐	☐
20. documented instances in which he/she was not able to translate his/her philosophy into actions	☐	☐	☐	☐	☐	☐
21. suggested adjustments for those areas in which he/she had trouble translating philosophy into actions	☐	☐	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

ABOUT USING THE CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual school situation when you are an intern, a student teacher, or an inservice teacher.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills which you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the Introduction, (2) the Objectives listed on p. 4, (3) the Overviews preceding each learning experience, and (4) the Final Experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- that you do not have the competencies indicated, and should complete the entire module
- that you are competent in one or more of the enabling objectives leading to the final learning experience, and thus can omit that (those) learning experience(s)
- that you are already competent in this area, and ready to complete the final learning experience in order to "test out"
- that the module is inappropriate to your needs at this time

When you are ready to take the final learning experience **and** have access to an actual school situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange (1) to repeat the experience, or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped; (2) repeating activities; (3) reading supplementary resources or completing additional activities suggested by the resource person; (4) designing your own learning experience; or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual School Situation . . . refers to a situation in which you are actually working with, and responsible for, secondary or post-secondary vocational students in a real school. An intern, a student teacher, or an in-service teacher would be functioning in an actual school situation. If you do **not** have access to an actual school situation when you are taking the module, you can complete the module **up to** the final learning experience. You would then do the final learning experience later; i.e., when you have access to an actual school situation.

Alternate Activity or Feedback . . . refers to an item or feedback device which may **substitute** for required items which, due to special circumstances, you are unable to complete.

Occupational Specialty . . . refers to a specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

Optional Activity or Feedback . . . refers to an item which is not required, but which is designed to **supplement** and enrich the required items in a learning experience.

Resource Person . . . refers to the person in charge of your educational program; the professor, instructor, administrator, supervisor, or cooperating/supervising/classroom teacher who is guiding you in taking this module.

Student . . . refers to the person who is enrolled and receiving instruction in a secondary or post-secondary educational institution.

Vocational Service Area . . . refers to a major vocational field: agricultural education, business and office education, distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher . . . refers to the person who is taking the module.

Levels of Performance for Final Assessment

N/A . . . The criterion was not met because it was **not applicable** to the situation.
None . . . **No attempt** was made to meet the criterion, although it was relevent.
Poor . . . The teacher is unable to perform this skill or has only **very limited ability** to perform it.
Fair . . . The teacher is unable to perform this skill in an acceptable manner, but has **some ability** to perform it.
Good . . . The teacher is able to perform this skill in an **effective** manner.
Excellent . . . The teacher is able to perform this skill in a **very effective** manner.

Titles of The Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

A–1 Prepare for a Community Survey
A–2 Conduct a Community Survey
A–3 Report the Findings of a Community Survey
A–4 Organize an Occupational Advisory Committee
A–5 Maintain an Occupational Advisory Committee
A–6 Develop Program Goals and Objectives
A–7 Conduct an Occupational Analysis
A–8 Develop a Course of Study
A–9 Develop Long-Range Program Plans
A–10 Conduct a Student Follow-Up Study
A–11 Evaluate Your Vocational Program

Category B: Instructional Planning

B–1 Determine Needs and Interests of Students
B–2 Develop Student Performance Objectives
B–3 Develop a Unit of Instruction
B–4 Develop a Lesson Plan
B–5 Select Student Instructional Materials
B–6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

C–1 Direct Field Trips
C–2 Conduct Group Discussions, Panel Discussions, and Symposiums
C–3 Employ Brainstorming, Buzz Group, and Question Box Techniques
C–4 Direct Students in Instructing Other Students
C–5 Employ Simulation Techniques
C–6 Guide Student Study
C–7 Direct Student Laboratory Experience
C–8 Direct Students in Applying Problem-Solving Techniques
C–9 Employ the Project Method
C–10 Introduce a Lesson
C–11 Summarize a Lesson
C–12 Employ Oral Questioning Techniques
C–13 Employ Reinforcement Techniques
C–14 Provide Instruction for Slower and More Capable Learners
C–15 Present an Illustrated Talk
C–16 Demonstrate a Manipulative Skill
C–17 Demonstrate a Concept or Principle
C–18 Individualize Instruction
C–19 Employ the Team Teaching Approach
C–20 Use Subject Matter Experts to Present Information
C–21 Prepare Bulletin Boards and Exhibits
C–22 Present Information with Models, Real Objects, and Flannel Boards
C–23 Present Information with Overhead and Opaque Materials
C–24 Present Information with Filmstrips and Slides
C–25 Present Information with Films
C–26 Present Information with Audio Recordings
C–27 Present Information with Televised and Videotaped Materials
C–28 Employ Programmed Instruction
C–29 Present Information with the Chalkboard and Flip Chart

Category D: Instructional Evaluation

D–1 Establish Student Performance Criteria
D–2 Assess Student Performance: Knowledge
D–3 Assess Student Performance: Attitudes
D–4 Assess Student Performance: Skills
D–5 Determine Student Grades
D–6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

E–1 Project Instructional Resource Needs
E–2 Manage Your Budgeting and Reporting Responsibilities
E–3 Arrange for Improvement of Your Vocational Facilities
E–4 Maintain a Filing System
E–5 Provide for Student Safety
E–6 Provide for the First Aid Needs of Students
E–7 Assist Students in Developing Self-Discipline
E–8 Organize the Vocational Laboratory
E–9 Manage the Vocational Laboratory

Category F: Guidance

F–1 Gather Student Data Using Formal Data-Collection Techniques
F–2 Gather Student Data Through Personal Contacts
F–3 Use Conferences to Help Meet Student Needs
F–4 Provide Information on Educational and Career Opportunities
F–5 Assist Students in Applying for Employment or Further Education

Category G: School-Community Relations

G–1 Develop a School-Community Relations Plan for Your Vocational Program
G–2 Give Presentations to Promote Your Vocational Program
G–3 Develop Brochures to Promote Your Vocational Program
G–4 Prepare Displays to Promote Your Vocational Program
G–5 Prepare News Releases and Articles Concerning Your Vocational Program
G–6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
G–7 Conduct an Open House
G–8 Work with Members of the Community
G–9 Work with State and Local Educators
G–10 Obtain Feedback about Your Vocational Program

Category H: Student Vocational Organization

H–1 Develop a Personal Philosophy Concerning Student Vocational Organizations
H–2 Establish a Student Vocational Organization
H–3 Prepare Student Vocational Organization Members for Leadership Roles
H–4 Assist Student Vocational Organization Members in Developing and Financing a Yearly Program of Activities
H–5 Supervise Activities of the Student Vocational Organization
H–6 Guide Participation in Student Vocational Organization Contests

Category I: Professional Role and Development

I–1 Keep Up-to-Date Professionally
I–2 Serve Your Teaching Profession
I–3 Develop an Active Personal Philosophy of Education
I–4 Serve the School and Community
I–5 Obtain a Suitable Teaching Position
I–6 Provide Laboratory Experiences for Prospective Teachers
I–7 Plan the Student Teaching Experience
I–8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

J–1 Establish Guidelines for Your Cooperative Vocational Program
J–2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
J–3 Enroll Students in Your Co-Op Program
J–4 Secure Training Stations for Your Co-Op Program
J–5 Place Co-Op Students on the Job
J–6 Develop the Training Ability of On-the-Job Instructors
J–7 Coordinate On-the-Job Instruction
J–8 Evaluate Co-Op Students' On-the-Job Performance
J–9 Prepare for Students' Related Instruction
J–10 Supervise an Employer-Employee Appreciation Event

RELATED PUBLICATIONS

Student Guide to Using Performance-Based Teacher Education Materials
Resource Person Guide to Using Performance-Based Teacher Education Materials
Guide to the Implementation of Performance-Based Teacher Education

For information regarding availability and prices of these materials contact—

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